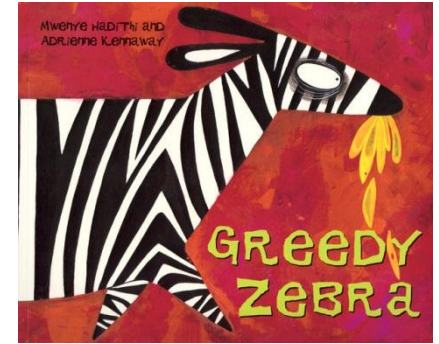


Greedy Zebra

By Mwenye Hadithi and Adrienne Kennawa

This text is based on an African tale that explains how the zebra received its stripes. Placed in Africa, this story describes how the animals came to a cave where they were provided with coats. The zebra, being very greedy, takes his time in getting to the cave, and once there he has to create his coat. His greediness has an adverse effect on the outcome of his coat.



Possible strategies for instruction:

Comprehension:

- **Compare and contrast within and between text:**
 - Students can compare what the zebra wants to look like, adding details as the story progresses, with what the zebra actually looked like at the end of the book. This can be done through visual representations, writing, or discussion.
 - Discuss why the story ended the way it did, having the students explain why the zebra received only stripes and what flaw of the zebras was involved in the outcome.
- **Recognize literary elements:**
 - Guide students in identifying where and when the story takes place, as well as the roles that each animal is given. Discussion can follow as to why they think the particular animals were given these roles.
- **Use text features:**
 - Teacher can address the different font that is used that is used in telling the story. Students can then be asked why that font might have been used and whether it affects the telling of the story.

Accuracy:

- **Cross checking... Do the pictures and/or words look right? Do they sound right? Do they make sense?**
 - Teacher can model how to check for accuracy with unknown or difficult words and phrases by looking at the words or sentences surrounding the word or phrase in question.
 - “There was a great rumbling in the earth, and a huge cave appeared...”
Discuss what this means. Look at the picture that shows rocks piled around the mouth of the cave.

- "... most glorious new coat." Discuss the meaning of this line. Use picture clues from the picture of the antelope to talk about what makes the coat special and what the word *glorious* means.
- "...wriggled into the perfectly fitting fur." Use picture clues of the leopard to talk about what this phrase means.

Fluency:

- **Read text as the author would say it, conveying the meaning or feeling:**
 - There are several good spots to make the speed and sound of voice match the words. For example, "...were a dull, depressing colour," can be read in a slow, drab voice. Students can then be asked to think about why a phrase was read in a certain way, or they can demonstrate how they would read it and explain why.
- **Use punctuation to enhance phrasing and prosody:**
 - As this story is read, discuss why certain punctuation was used and why. Discuss what would happen if the punctuation was different in particular sentences. A few examples from the text include: "...depressing colour; no coats, no horns...", "Until...", and "...except one –".

Expand Vocabulary:

- **Use prior knowledge and context to predict and confirm meaning:**
 - Have students use prior knowledge to decipher the meaning of unknown phrases such as: "...the secrets of the spirit of the mists", and of words such as *bulging*, *crept*, *pompously*, and *depressing*.
- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - Use context clues and prior knowledge to figure out the meaning to new vocabulary words such as: *depressing*, *peered*, *glossy*, *addressed*, *issued*, and *glorious*. Discuss why these words enhance the story and make it more interesting. Ask students to think of other words that could have been used and why they think the authors used the chosen word.
 - Point out the difference in spelling for certain words, such as *colour* versus *color*. Have students discuss why they think this occurred along with possible reasons the authors used this spelling.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.